

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: January 25 – 29, 2016

WEEK: 22

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<p>SSEPF.3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.</p> <p>b. Define progressive, regressive, and proportional taxes.</p> <p>c. Explain how an increase in sales tax affects different income groups.</p> <p>SSEMA.3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.</p> <p>a. Define fiscal policy</p> <p>b. Explain the government's taxing and spending decisions</p>	<p>Do Now: Pick up reduced PPT slide sheet</p> <p>Opening/Tie-in: Define fiscal policy, who uses it and what are its tools</p> <p>Work Session: 1. Pic Reduced PPT 9-1 Taxation Ind 2. Discuss slides WG 3. Answer Qs 3,4,5,6 p. 229 Ind</p> <p>Closing: Ticket out the door – Which type of taxation appears to be the 'fairest' and why? (Power Block: Read 236-239 answer – Do you think the IRS can be trusted and why?)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Reduced PPT sheets Textbook Freakonomics	<p>Formative: Teacher Observation Q&A Textbook Qs Power Block Q</p> <p>Summative:</p>
TUES		<p><u>CAP AND GOWN PICTURE DAY</u></p> <p>All seniors will be sent to auditorium for pictures during Economics, Non-seniors will remain in class and complete any make-up work</p> <p>(Power Block: Week 22 SAT Words – definitions and examples)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation	Textbook	<p>Formative: Teacher Observation Q&A Textbook Qs</p> <p>Summative:</p>
WED	<p>SSEMA.3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.</p> <p>a. Define fiscal policy.</p> <p>b. Explain the government's taxing and spending decisions.</p>	<p>Do Now: What are the two tools of fiscal policy?</p> <p>Opening/Tie-In: Quick review of fiscal policy goals</p> <p>Work Session: 1. AP Lesson 10 – Overview of Fiscal Policy, Handout 16 = FP Analysis SG 2. Discuss results WG 3. Morton 30b – Effects of Fiscal Policy SG 4. Discuss results WG 5. Answer Qs 3,4,5 p. 454 Ind</p> <p>Closing: Ticket out the door – Which is slower to gain impact from policy – fiscal or monetary? (Power Block: read 244-248 – Should there be economists who challenge and question and why?)</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Handout 16 Morton 30b Textbook Freakonomics	<p>Formative: Teacher Observation Q&A Textbook Qs Power Block Q</p> <p>Summative:</p>
THUR	<p>SSEMA.3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.</p> <p>a. Define fiscal policy.</p> <p>b. Explain the government's taxing and spending decisions.</p>	<p>Do Now: Which policy (monetary or fiscal) do think the government prefers to use and why?</p> <p>Opening/Tie-In: Continue opportunities to analyze fiscal policy impact</p> <p>Work Session: 1. Morton 31 – Discretionary/Automatic and Expansionary/Contractionary FP SG 2. Discuss results WG 3. Morton 43 – Fiscal Tools only and discussion WG 4. Answer Qs 3,4 p. 460 Ind</p> <p>Closing: (Power Block: SAT 22 Quiz)</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Morton 31 Morton 43 Textbook SAT 22 Quiz	<p>Formative: Teacher Observation Q&A Textbook Qs SAT 22 Quiz</p> <p>Summative:</p>
FRI	<p>SSEPF.3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.</p> <p>b. Define progressive, regressive, and proportional taxes.</p> <p>c. Explain how an increase in sales tax affects different income groups.</p> <p>SSEMA.3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.</p> <p>a. Define fiscal policy</p> <p>b. Explain the government's taxing and spending decisions</p>	<p>Do Now: Quick 5 minute study for quiz</p> <p>Opening/Tie-In: Final opportunity for clarifications...</p> <p>Work Session: 1. Quiz 3-4 (Combined Monetary, Fiscal Policy and Taxation) 2. Complete and turn in the 9 Qs for the week (See M,W,R)</p> <p>Closing: Which is causes you more problems – monetary or fiscal policy? (Power Block: read 252-256 – Do you agree with the author in his point 7(bottom 255) and why?)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Quiz 3-4 Textbook	<p>Formative: Quiz 3-4 Power Block Q</p> <p>Summative:</p>